

THE BULLET

Mary Washington College of the University of Virginia

VOL. XII, NO. 19

MONDAY, NOVEMBER 18, 1968

ACL today -- White House tomorrow



An Area Workshop Conference in preparation for the 1970 White House Conference on Children and Youth was held at Mary Washington College on November 14. Through a series of small discussion groups the Conference attempted to identify and define the needs and problems of our area's children and youth, together with possible lines of action toward their solution.

Joint Council's role questioned

By ANNE GORDON GREEVER

Residential Council chairman Pat Carter will present to SGA Executive Cabinet a resolution questioning the campus judicial structure tomorrow night.

The three-point resolution calls for an investigation and re-evaluation of matters concerning Joint Council: "(1) that there be a separate body for Joint Council appeals; (2) that offenses warranting suspension or expulsion be reconsidered; and (3) that students be better-educated on Joint Council procedure."

The resolution was adopted at a meeting of the Residential Council on November 11. Marilyn Preble, president of Framar, expressed concern that hall presidents perhaps did not fully realize the extreme consequences that could result from a Joint Council case. She felt that hall presidents should have a better understanding of their roles on Joint Council. In line with this request, an SGA judicial representative will address Residential Council on December 3.

Residential Council suggested the establishment of a committee, in which its members would participate, to explore points mentioned in the resolution and other

questions which have arisen. The Council felt that the accused should be allowed to know all testimony regarding her case.

Senate agenda

The following new business will be discussed at this week's Senate meeting:

A discussion on the Cultural Affairs Committee concerning its value to the student body.

A discussion of coeducation at Mary Washington College to determine the general student feeling on the subject.

Old business scheduled to be discussed includes the following:

A report from the newly formed room assignments committee.

A report on the progress of the rifle range debate and follow-up questionnaire.

Amendment

Downed 36-11

Cavaliers seek to co-educate

By BARBARA HALLIDAY

The Senate defeated the controversial amendment concerning the responsibility of student organizations to the SGA Executive Cabinet by a vote of 36 to 11 at their last meeting November 6.

Senators voting in favor of the amendment were Betty Lou Earles, Laura del Maestro, Jane Burruss, Bonnie Page, Cindy Phillips, Delores Brooks, Christine Hopper, Vicki Silek, Mary Saunders, Robin Davidson, and Cindy Winchell.

The second proposed amendment concerning recall and referendum passed with one dissenting vote. Mary Henry was the only Senator who did not favor the amendment.

According to the Constitution, two-thirds of the senators must vote for an amendment for it to pass.

Senators speaking against the first amendment included Kathy Marilla, Lynn Raisor, Pat Glaser, Doralee Lipoli, Pat Tietjen, Margaret Lawrence, Conde Palmore, and others. SGA President Patti Boise and SGA Treasurer Ellen Smith spoke in favor of the amendment.

The Senate adopted a proposal to sponsor a debate and a campus-wide poll on the rifle range. An ad hoc committee, to be headed by Kathy Marilla, was formed for the purpose of investigating room assignments.

Patti Boise asked that the Senate approved the appointments of two students to serve on faculty ad hoc committees. Marilyn Preble will serve on the committee on Latin American Studies and Alex Tanaloris will serve on the Committee on Slavic Studies.

Karen Harwood was elected unanimously as Senate Parliamentarian.

Proponents of coeducation at the University of Virginia took a step toward enlisting the aid of MWC students for their cause last Wednesday night. Steve Tabackman and Jimmy Miller, both of U. Va., spoke to a small group of students here and stated that they expect "much support from MWC."

As members of the Martin Luther King Memorial Chapter on Human Relations, they reflect two official stands concerning coeducation: (1) that women have the right to equal educational opportunities; and (2) that coeducation will attract more black students to the University.

In discussing their plan of action, Tabackman offered three main arguments in favor of coeducation. First, on a legal scale, he cited the Civil Rights Act of 1964 which outlawed segregation between the sexes. He added, however, that this question would probably not be taken to a court of law except as a final, extreme measure.

Secondly, he referred to the "separate but equal" doctrine, questioning whether it is really in effect in the state schools. According to Tabackman, the sexes are kept separate in certain schools, but, in most cases, the qualities of the education received are not at all equal.

As an outgrowth of this idea, he stated that coeducation would, from an academic point of view, improve the quality of women's education in Virginia. Using MWC as an example, Tabackman pointed out the inferiorities of a woman's college as compared to U. Va. For example, in the area of course offerings, those at U. Va. generally outnumber those at MWC. The most glaring example is the English departments, in

which 50 different courses are offered at U. Va. compared to only 27 at MWC.

In the area of faculty, it was pointed out that salaries of full professors at the College average about \$9,500, while at the University the average is \$13,000. Further, MWC has two departments in which the department heads do not have Ph.D.'s. Lastly, according to ratings determined by the American Association of University Professors, the MWC faculty rates a C+ / D whereas the faculty at U. Va. holds a B/A rating.

The advantages of coeducation per se are most clearly shown in the Princeton Report on Coeducation. Miller added, for though the schools are different, he feels that the reasons are basically the same.

Tabackman also cited several criticisms of the coeducational system which seem to be widely held at U. Va. The four most popular arguments, he reported, are that a coeducational system at U. Va. would prevent people from studying, would breed a tradition, would destroy what he terms a "lofty Jeffersonian ideal," and would put a strain on the honor system.

In describing their plan of action, Miller and Tabackman said that the question would be referred to the Board of Visitors in December and would probably be generally approved. It would then be voted on in a referendum in the next University election, which is in December. Meanwhile, 50 petitions are being circulated among the U. Va. stu-

dent body and faculty. When asked to predict the voter reaction, Miller replied that, in a poll taken a few years ago, slightly more than 50 per cent of the students polled were in favor of coeducation.

"We expect much support from MWC," Tabackman said. When asked how students here can help, he suggested that campaigns be organized and petitions circulated throughout the student body.

"Faculty support is also essential," he said, and suggested that a petition be given to one interested faculty member of each department to be passed along to the rest of the department members. He emphasized also that letters to the Cavalier Daily can be beneficial.



Two members of the Human Relations Committee solicit aid for the struggle to co-educate Virginia youth.

Up against the wall

Should Joint Council have the power to suspend and expel students? Should Joint Council procedures conform more closely with civil court procedures? Does Joint Council deny a student her civil liberties? Who defines "cases of serious misconduct?" Should a case be appealed to the same judicial body which made the original decision? Should Joint Council be held answerable to its electorate for harsh and unjust punishments? How can a student protest excessive punishments? Should Joint Council have the power to punish a student academically for social misconduct? Why should the executive head of SGA be officially involved in the judicial branch of SGA? Should Joint Council have the right to make completely arbitrary judgments? Should maximum punishments be established for specific violations? Can a student be forced to incriminate herself, in fact if not in theory? Should Joint Council consider a student's conduct, other than actions for which she is being tried? Can Joint Council try a student on a charge of which she has not been informed? What qualifies Joint Council to decide who is a contributing member of the college community? How, in fact, does Joint Council determine a student's fitness to be a member of the community? Should a student be informed of all the factors and considerations used by Joint Council in determining her punishment, intangibles as well as facts, character judgments as well as evidence. Should Joint Council decide what is "best" for a student without consulting her?

The BULLET welcomes comments from its readers.

Boggled mind

Discourse on old versus new

By GINNY WHEATON

All is not well with the world. The seeming absurdity that some people could find our environment here less than idyllic was brought home to me while discussing the inherent nature of man and how all is for the best after listening to Huntly-Brinkly in the lounge in ACL, now known for its tasteful array of concessions and pronouncement to the world outside that this is MWC. The circumstances were such that Susie Senior and Franny Freshman were overheard by the reporter, Susie was attempting to determine why Franny was not altogether happy. In the course of the conversation it was unearthed that Franny was not familiar with the basic structure of the SGA, of which every student is a member. Susie, with her well-honed, probing mind, a product of three years of vigorous academic training, was able to delve deeper into the source of Franny's discontent and it was suddenly made manifest to her that Franny had not lived at MWC in the age B. C. — before Constitution, or, more accurately, Before New Constitution. Susie described languorously the less than equitable distribution of rights, privileges and power before the coming of the Constitution — how few non-involved students could actually determine objectively what was indeed transpiring in the hierarchy of SGA, and how many times Susie herself was given to wonder whether her interests were best being represented to the Administration, Faculty and bulk of the Student Body. Then came the Enlightenment. Those SGA officials who had attained power in old ways were made aware of the basic inconsistencies, and trenchant wrongs of "the system" and systematically sought

to right past wrongs. The end-product was the New Constitution, a happy mixture of past heritage and tradition and new wisdom, gleaned from the canons of law. The drafters of the constitution quickly found several converts, who were persuaded to run for office, pledging to carry out the new Constitution, and after they were elected, they staged a referendum to determine if other students were of like mind. Franny rudely interrupted to ask exactly what the Constitution changed, where this was all written out, and what relation the handbook had to all this. Susie patiently resumed her account of the new way, explaining that the Handbook was the book where all the Constitution and the other customs and traditions were set down, both to acquaint new students and to refresh and inspire old students with these customs. The Executive branch now consists of a President and her advisers, the legislative of duly elected Senate, and the judicial of a tripartite set of councils, from residence hall to review board to Joint Council. Such a sound system was enthusiastically greeted by one and all, and now everyone, save Franny, were happy, exclaimed Susie triumphantly.

But wait, said Franny, I still don't get it. The Senate, so my senator tells me, shows great facility at forming ad hoc committees, which is all right, I guess, and has debated and acted on three resolutions, but so far they don't seem to vary important to anyone except themselves. As for the Executive, I don't know what they do, except every once in a while one of them makes a speech or writes a letter or gets her name in

the paper, I guess they're okay, too. Now, the judicial branch in our best interest, or so it told a friend who wanted before Joint. It looks okay in the Constitution, but where does it say anything about anything except who sits on it? What about procedure, nature of the trials, etc.?

Susie looked perplexed, and finally determined to ask her judicial representative about this. As luck would have it, Susie remembered the Campus Judicial Guidebook, written for the representatives and other people too, if they had the diligence to search one out, since copies were limited. Susie went to great lengths to obtain a copy to show to Franny, who began to peruse it. She was at first impressed with the confication of cases and the setting down of procedure, then queried why no one ever heard about the trials. Susie, astonished at her audacity, reminded that all cases were confidential, or secret or something like that — traditionally and always, to her knowledge. She then pointed out that the proceedings were hearings, not trials. Franny wondered why, if the courts had the power to determine virtually any punishment, from hand-slapping to expulsion, there was no visible legal adviser to advise the defendant wanted it. Susie replied that the good of the student was always understood, and that there was no prohibition to a public trial set down anywhere. However, she couldn't remember ever hearing of a public hearing. Franny meditated for a while over the contents of the Guidebook and Handbook, then quietly prepared to return to her dorm. As the two girls were walking,

Letters to the Editor

Mediocre objectives?

Editor:

Towards the end of her career here Louise Steinmark wrote a letter to the BULLET which proved startlingly controversial. She contended that Mary Washington was a mediocre institution, bent on turning out mediocre minds to propagate mediocre children with mediocre values and goals in order to perpetrate a mediocre society.

At the beginning of this semester I firmly agreed with Miss Steinmark — and I was not particularly unhappy about it. With minimal effort I found that I found that I could live the way I wanted to and could remain oblivious to those things at Mary Washington that irritated me, e.g. seemingly picaresque rules and at time oppressive punishments; endless faculty pleas for intellectual initiative on the part of the student followed by cold showers from the faculty when any but the exceptional student tried to take such initiative; thousands of dollars spent on a Ring Dance Weekend; Freshman beanies; interminable dorm announcements for hot dogs, class dues, candy and stationary sales; and May Day. By carefully choosing my courses and teachers I felt fairly sure of getting an adequate if

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Here I stand

Having been specifically asked by the BULLET staff to write what they lovingly term the traditional "here I stand" editorial, I feel somewhat bound to display some sense of profound wisdom.

Yet profundity seems out of place here and especially now, for it only helps to build more misunderstanding and there already seems to be a great deal of misunderstanding between certain factions on campus, resulting in an extreme case of "dichotomy." There are the liberal students versus the conservative students, the liberal faculty versus the conservative faculty, the students versus the administration, the faculty versus the administration, the BULLET versus everyone and the 19th century versus the 20th century. There is black, there is white — but no gray.

As editor, I would like to breach this gap and build up understanding and tolerance so that we can have a homogeneous group on campus working towards the ultimate goal of making Mary Washington College a better place in which to live and work.

But, my primary concern at the moment is to clarify what I see the BULLET's role to be on this campus. Many people seem to feel that we step out of the bounds of proper journalism, that we create controversy, and that we generally want to cause trouble. This is not true. I feel that the BULLET has a responsibility to take an active voice in an environment of general silence. Besides our traditional role of reporting the news objectively, I feel that our role calls for us to take strong stands on issues.

In view of this, I also feel that it is our duty to present the other side and will, therefore, print guest editorials and columns expressing the opposite opinions whenever possible.

We do not want to alienate people — we want to make them think. We're not saying we possess the only knowledge of what is "right", but as long as we are fair in presenting varying views, we must speak out on what we are feeling and thinking. We want students and faculty to blow their cool once in a while and get rid of their middle-class neurotic hang-ups. We want to wake the campus up. But, most of all, we want to do some good.

I feel that the BULLET can be a prime mover in helping to make MWC an ideal community where all our academic and social ills will be cured. This is our responsibility; this is our duty and I plan to live up to it.

SW

THE bullet

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"Just as I see the BULLET as a part of my own education, I also want it to be a part of the education of every student at this college. I will express my opinions every week and will hope for a response from you. Whether this response is totally favorable or violently unfavorable is of little importance. If it is a thoughtful response and one which has caused you to examine your own beliefs, then I will have achieved my purpose."

LIZ VANTREASE
Feb. 12, 1968

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Chancellor Simpson



BULLET — What is your philosophy of education?

Chancellor — Of course, you know as well as I do that I can't briefly tell you a philosophy of education, but I can comment on one or two things about what I think. Now, first of all, I firmly believe that there is some kind of progression from one area of your education, to another area, to another, and each one in its way has differing goals. For example, the elementary school, the secondary school, the college, the university, the professional school — what you will. And though you have a progression, hopefully, each one should really become an entity in itself rather than just a step along some path. And I think this is particularly important when you get to college, because sometimes people can't see that the progression is there; neither can they see that, what we call college, has certain goals that no other area of the educational process has. Now, first of all, I think an undergraduate college has an educational goal that no other section of your education has. It is dependent upon the mastery of the others and the achievement of the others, but its validity is not based on what is to follow necessarily; it can be an end in itself. And I think sometimes students in undergraduate schools — and teachers — tend to evaluate what's being done in an undergraduate school as if it's only in preparation for something else. It seems to do an educational job that no other segment of the thing undertakes. Now that's the first point of a philosophy of education. And secondly, I think that — and here I'd rather talk about this particular area of a college — in a college largely for the first time, the student switches from a concentration on the acquiring of subject matter — information primarily — to the point of evaluating and weighing evidence, regardless of the subject matter, regardless of its practicality or its ultimate value. The process is one of evaluation, of consideration of source materials, of evidence, trying to — in a big or little way — arrive at something that we call a truth. And that's why I feel that the curriculum that is built too heavily upon — "you've got to learn this part of the subject matter, and this part of the subject matter, and this" — and fails to do the other at this point in the process is not doing a good job. That's my criteria — when a curriculum or when a student body, or a course of study or a class or whatever you want to call it, is chiefly a

matter of transmitting the knowledge of one person — and I'm not discrediting that: there's value in transferring the knowledge; it's a short cut, to begin with — but if, at this stage of your intellectual growth, in your classes and in the educational processes, you don't come up against that, it's missing the boat. To me, that's the most revealing thing of all. As far as other kind of relevance, it's a different thing. Therefore, as a result of those two things, I deplore any kind of teaching or learning that's an indoctrination. I don't like it in a classroom. I don't like arguments or debates in which the conclusions have already been reached before the discussion takes place, in what I call the atmosphere of certainty. In other words, I come into something — into a classroom — with the absolute conviction that my way is right. Therefore I'm not open for any kind of argument. No learning ever takes place. All you have are a bunch of people who have already decided what they believe in. So there's a certain amount of free-wheeling, of give and take, that's inevitable, and when human beings think and act the way human beings do, you can't have a rigid, set, one-track scheme. There's got to be the give and take; it can't be all teacher, it can't be all student. Academic freedom is just as much the students' prerogative as it is the teachers' prerogative. And my quarrel with students — particularly undergraduate students — is that they don't exercise their academic freedom enough. They don't stand up to the teacher, particularly, I think, in independent study. If you undertake a piece of independent study, if you're any good, you ought to know more about that subject than the teacher does. If this teacher still knows more about it when you're through than you do, then you haven't done a very good job.

BULLET — Do you, as Chancellor, have any long range goals for the College in view of your philosophy of education?

Chancellor — The long range goal is just that: to see if you really can, in this day and time, have this kind of college, if people will — shall I use the expression — buy it. In other words, do they want it? We all say we want education. A cousin of mine used to say that education was the only thing a person was willing to pay for and not get. In particular, the education, as I see it, of the undergraduate school. Now if you look at education in

the college area as just transmission of knowledge, none of the give and take between student and faculty, between student and student, you just ought to stay home and save your money residentially and read the book. No need to come to college and listen to someone else hash over the book or tell you something in the library that you ought to go read and you can find out for yourself, if you've got good sense. So the undergraduate college is, really, in my judgement, the intellectual breakaway of the young person. That's when you break free.

BULLET — Do you have any thoughts about faculty-student communication outside the classroom? I feel that many of the things I have learned from the faculty members have been outside the classroom, because inside the classroom very much of it is transmission of knowledge rather than what you're talking about. Do you have any plans for fostering this sort of give and take communication? How do you think we can have more of faculty members sharing their vast experiences and knowledge outside the classroom?

Chancellor — Can I back up and answer your question indirectly? Actually, I think more of it should be in the classroom, assuming your evaluation is accurate. It's certainly accurate from your experience because you know what you've gotten. I would say that more is going on outside the classroom and less inside the classroom than should be. Now, how to make that shift depends on a lot of factors over which I don't think any one person has control. It has to do with the nature of the person who's the teacher. If you've got a person whose talents are not chiefly that of the give and take — a more restrained, thoughtful, shy kind of personality — intellectually as well as physically — that person is apt to shy away from it until the student creates the environment in which the teacher will come forward. You've got to have the environment to do it.

BULLET — Don't you need smaller classes for that?

Chancellor — Not necessarily, but theoretically you've got a better chance with a small class than you have with a large class.

BULLET — But we're not going to have smaller classes probably. It's the money and everything.

Chancellor — Well, no. Money is a factor, but the vast majority of the classes are by definition small. Take the English department.

BULLET — Thirty students?

Chancellor — I would say somewhere between 20 and 30.

BULLET — I consider small like ten. . .

Chancellor — Well, I think that if it could be demonstrated you can get this done with ten and you can't get it done with twenty, then I think you have to decide whether it is worth the cost of doing it — trying to finance it with ten as opposed to twenty. I still think you can do a heck of a lot with twenty — certainly on some of the more preliminary course work. But I think if you look, not in all departments now, but in many departments, I think you'll find that the upper classes are not as heavily populated. Now I'm all for some kind of pre-registration because you cannot predict how to hire a faculty to get the courses taught that ought to be, because you end up with forty people in that class and two in this one — if you had known ahead of time you could have arranged for it. So I think the answer, yes, is that you've got a better chance, in theory, of this taking place with ten. But, in my teaching experience, if I had the kind of students that would want to indulge in this process, whether it be Chaucer or Modern Drama or any of the courses that I taught, I never found a handicap in getting it going. Now I think, to put it another way, you can get a lecturer — now you can't talk back to lecturers really — but I think you can get a skillful lecturer who can do this thing and you don't even need to talk — that the lecturer anticipates your questions and answers them for you. But somebody who has that skill may be a complete flop if he did the other. I never felt you wanted a faculty made up of all of one kind to do one kind of thing. You should try to make it diverse.

BULLET — How do you feel about joint faculty-student relations in areas that relate to the classroom, but not specifically in the classroom, like committee work on academic excellence, library committee and instruction committee?

Chancellor — I think I'm probably more permissive than a lot

of my colleagues, but I feel that what I tried to say at the convocation this year was that you have three very diverse groups in the college; you have students with whom they can bring to it you have faculty members who are teaching; and then you have those of us who have a different kind of responsibility but who have been teachers in their time. If you are a college and you want evidence, I can't see why you wouldn't want all of the evidence you can get and students have evidence. I would feel that if you took action without giving consideration to their point of view that you are simply closing your eyes to evidence, and I don't think any scholar would do that. So then, in answer, I think we should have more of it. I think we run into a problem when it comes to legislation — voting — who decides. I have a notion, not here, but everywhere, that you've got to put a responsibility for deciding on certain people; for example, the responsibility delegated to SGA and the responsibility on the curriculum that is delegated to the faculty. Until the faculty is ready to share that decision-making with the students, you can't move very fast. I can't make them do it and I wouldn't try. So here again, you have got to create a different but a comparable environment in which this can take place. I think in the last three or four years, we have made great headway. I think the dean's committees on area studies are a good beginning breakthrough on these points.

But the difference between getting the factual material and making the decision is the thing



that people get on the rocks about — the decision making. I think most people are perfectly willing, at least I hope they are, to get the facts. Certainly you could not have had a better working relationship — students and faculty — then you had on the revision of the schedule. Certainly not everybody likes it, that is beside the point, but it was literally a joint decision. Now the final decision on accepting it, however, was the faculty's decision.

BULLET — If they do not accept it, then what happens?

speaks with the press

Chancellor — Then I've got to maneuver in some way. I mean, you've got to get the ball started again.

BULLET — In what areas does the final decision not rest with you?

Chancellor — Of course, in the final analysis, I am responsible for all of it. If we go broke, then actually, I can't get out from under; there's nobody I can pass the buck to. If the faculty makes a mistake; if the Student Government makes a mistake; if the Bulletin goes off the deep end; I'm the one who gets the nasty letter. Now that's part of the job and I'm paid for that and I don't ever want to feel sorry for myself. I think people, certainly in your area, tend to think that everything comes to my desk and I write "yes" or "no" on it — well that isn't so. Except as a result of consultation with me. Now I'm not downplaying the fact that I have an influence — that goes with it. The faculty really decide on the curriculum. They decide on the entrance requirements, the degree requirements; they, through their committee on curriculum, pass on every course that is taught, every course that is dropped from the curriculum. It takes the whole faculty to change the degree requirements. For example, if the degree requirements say that you have to have, as a basic requirement, English composition and literature, then it takes the faculty to change that, not the Board of Trustees, not me. They cannot tomorrow and pass it and that's it. Now if I wanted to exercise my control, I would feel that I would have to let the faculty know before they voted of my disapproval, because I work on the basis, once it goes to them for a vote, I will abide by the results no matter what, right or wrong. So there's a point when I would say I do not have the final power, because I delegated it. Now I would say the same thing is true, though you all might not believe it, in Student Government. In the areas that have been delegated to Student Government, I do not challenge it. I may disagree with them, but I don't challenge them. The Student Government has tremendous responsibility, and I would give them more. Why Student Government? It's the only agency in the college to which every student automatically belongs. There's nothing else. The only thing close to it is that everybody has to subscribe to the Honor Code. But that's not an agency; it's not a legislative, it's a judicial thing entirely. So if I'm going to delegate anything to students, it seems to me it's inevitable that it will be delegated through the Student Government. Because then if they don't do it I can hold them responsible. If I delegated it to any three students, and they don't come through on it, I have no way of dealing with them; there's no government that I can deal with. Once the budget is determined, both annual and biannual — that is, how much money we've got — the implementation of the budget — that is the paying of the bills — is left with the Bursar. If they go outside of the budget or want to shift anything within the budget, then they do have to come to me. And if anything

in that budget involves a curtailment of, say, the allocation to the History department as opposed to the Chemistry department, then I or the deans would check with the Chemistry department or History department before the decision is made. So instead of my office having tremendous power, actually the power is disseminated; my responsibility is to keep the power from blowing up, sort of keep it operating.

BULLET — I think that this theory is beautiful in concept, that every student on campus is a member of the Student Government organization, but I don't think it really works that way. I think that when you're talking about being responsible to somebody, you're talking about executive committee. They in the end would be responsible. I don't think you can say that five members of the executive committee could be responsible to the entire student body unless you're saying that the majority will always take precedence over the minority. For instance you may have some minority groups who may be in complete disagreement with the executive committee, and if they, for instance, SIC last year formed an organization that was not exactly opposed to Student Government but which was a different organization, as a group of students deserved to be recognized as an organization.

Chancellor — They never asked me. Nor should they. They should have asked permission to exist as a club and asked for participation under Inter-Club.

BULLET — Do you really think that the Executive Committee of Student Government can rightfully represent the entire student body?

Chancellor — Well I think, you've got to start with some premise, or you've got to stop your belief in representative government, if you don't; and I

think it begs the question to ask if five or six people rightfully represent the student body. They should be sensitive to all points of view, yes, but represent — no. But you either believe in representative government or you don't. Now, a government that is elected by the majority that fails to reckon with the minority is an unwise government. Suppose I didn't reckon with the minority elements of the faculty or the student body — I think I'd be pretty stupid.

BULLET — You mentioned something about the sensitivity of this branch of the government. Have you often felt that they were as sensitive as they could be to views that were initially shocking or upsetting to them as a group, in the past?

Chancellor — I really have been amazed, over these 14 years, how really sensitive it was, and so sensitive, in fact, that the Student Government, as it became sensitive to student unrest, student points of view, warned me of them, about some things that I myself might not have known; in the early stages, some of the very drastic changes in the residential pattern of the college. And if you all think the changes now are crucial, you should have been with me years ago. It took more courage than I had, for example, to have gone along with some of the recommendations on the changes of your living arrangements. I wouldn't have dreamed of doing that without the knowledge that Student Government was on to the situation.

Last year I thought that the way in which Jane handled the legalistic problems of the obligation to abide by the law, was making perfectly clear the willingness of the students to accept restriction in dress. At the time I said to the students "I will never tolerate the violation of rules unless there is no means of correcting it, because you know what the rules are when you come." I never was as disillusioned in my own experience as I was last year when

people did not see the point I was trying to make. If we had really wanted to make an issue of the dress regulation we would have hauled them up for wearing what they did and going to the dining hall. People were so surprised when I just said, "If they happen to demonstrate, don't you dare turn anyone away from the dining hall or dismiss them from class. In this building they can do anything they want to as far as clothes are concerned. We're going to reckon with the one issue." And that was settled as far as I was concerned, for the decision for the issue was then made. Jane and her cabinet had analyzed the problem and fought for it, because I was more easy to convince than some others. Right now the great majority of the faculty totally disapprove of it, and I'm held responsible for letting you all dress the way you do.

BULLET — As far as your influence, say for instance, on the faculty, would you say that some of the older faculty members tend to follow your mode of thinking as opposed to siding with someone of whom you might disapprove?

Chancellor — I think probably the very opposite. I'm the radical, if anything. I don't expect older people to agree with me as a younger person; there were faculty members here when I came thirteen years ago, and they knew of my coming and my background and what kind of education I was in, was a terrific threat to them. If anything, they should have voted against me at every whipstitch. But for the welfare of the group I felt I had to respect their point of view as much as I respected my own point of view and protect the point of view of those members of the faculty who were new and less involved in the destiny of the college. And when you fail to be sensitive to all of them, or when they fail to be sensitive to you, that's when trouble takes place. When that great center of any organization is pushed too much by either one then there is a tendency to discredit, let's say, either the left or the right. Well, that's the wrong analysis. Until you get everyone in touch, your influence is really trying to bring it together. Now this brings up my idea of certainty. If the left is certain that they've got absolutely the last answer on everything, or the right has, or the center has, we might as well just disband if nobody is willing to give ground in order to get things operating. This is the problem, this business of certainty. I wish to the Lord I was as certain as some people are.

BULLET — Do you feel that the faculty and administration are working towards creating and supporting a system embodying the principles of progressive education? Do you feel that the slow process of change which has been characteristic up to now is the result of an essentially conservative faculty of the inflexibility of the present system? If neither, to what do you attribute this?



Chancellor — Well now I'd like to pick up the word "progressive" because that's really basic to my educational philosophy. There is a progression, but it isn't necessarily a continuation of doing the same thing at another level. It's a different kind of thing, each with its own goals. A system embodying the principle of progressive education — yes, I feel that they are working towards such a goal. It may be a little hard for you to see, and I would say that it is true now even with its setbacks and even with its disappointments and even when sometimes things don't come through the when the process is mighty slow, I still feel that this is the underlying motive of the vast majority of the faculty and staff of the college. I really do.

BULLET — I see progressive education as a radical change, being able to say the system we have now is archaic; it's not the most beneficial to the student; we're going to change it and we're going to completely change it.

Chancellor — Do you have anything better?

BULLET — To begin with, I think the semester system —

Chancellor — I agree with you. If I were absolutely certain that the system that we now operate on — I don't mean just at Mary Washington but largely in American higher education — was the only and final answer, boy, it would be a great relief because then we wouldn't have to worry. The fact that I have doubts is the thing that causes my hair to turn gray. If I also had the certainty, as some of my presidential colleagues have in other places, I could be very comfortable. Some colleges have tended to break away in structure without the academic program to support the new structure. Granted, if we are ready for new structure, I'm all for it. I have no preconceived notion that the structure of the college is right; in fact, I have pretty much a feeling that it's wrong. Plus the summer — I think the way American students throw away the summer is simply disgraceful.

BULLET — I'd like to ask about the phenomenon of change. It's an attitude on the part of a lot of students that when you have a bad situation, or one that could



Subject matter includes student dissent,

better, and you have a better position, that it is almost criminal to wait for some day or some time to change it. When any person—a student, a faculty member, or an administrator through influence or any other thing at his command, wants to bring about this change, without actually ramming it down anyone's throat, then he should do it. How do you feel about that?



Chancellor — If you're absolutely certain, yes. And I would do it if I were absolutely certain. I'd run the risk of ramming it down their throats, to use your expression. I would hope that it would never have to be done that way, but if a change was so obviously the right thing, no question about it, and the means of implementation were at hand; and this second part is pretty important, I agree with you; I think it's dereliction of responsibility not to move in that direction, both in terms of the faculty, the students, and the administrators. I agree with you.

BULLET — I'm not sure that you have to know all the outcome, that everything has to be predicted before you make a change. I think that sometimes a change can be good, in the first place, simply because you're making a change; and in the second place, no one person is in a position to see all the ramifications that are to come about because of this change; and that even though you cannot predict with absolute certainty what is going to happen, you can sometimes say "This is a bad situation; this will probably be more conducive to our goals; we will move to this." I don't know how you ever reach absolute certainty.

Chancellor — I agree with you; I don't think you've got it now and I hope you never do. And I hope I never do, because then I think you're dead. In a certain sense, when you are no longer thinking in terms of uncertainty, you're certainly not thinking at all. I think there are one or two things in reference to your proposition. First of all, suppose you have an idea which you think is absolutely worth the gamble. You can voice that as much as you want to among your friends and your other acquaintances, articulate it all you want to, but if that is put up to me then I have far more responsibility for the consequences of the decision than you do for the idea. And I think that sometimes the impatience of young people is an aspect of it that you sometimes fail to appreciate. I know it's irritating, but I do have to think about the fact that you change the course of events radically. If you're talking about something really big, I've got to live with the results of that change, and I have to be held accountable for that change, not to you, but to the people to whom I am ac-

countable, and that's the Board. When I was inaugurated here as Chancellor, twelve years ago, that was a period when the fanatics were pretty much on race relations and pretty much on my coattails, and thought I should be kicked out. They wanted to have the inauguration and invite the colleges. This did not happen here, nor did anybody on this faculty suggest that it be done, but the idea was given that it was all right for a state institution to have an inauguration for this man, but there shouldn't be any racial integration, and I just said there'd be no inauguration. "Either the Negro college presidents will be invited or there will be none." I thought that was fundamental, and I took a stand on that, and they were invited; they came. That was at the point when the massive resistance was at its peak. And I was vilified, but still I felt that that was important. I didn't think I would wait; I didn't think the college could wait for that to evolve, and this is your point. The most radical member of the Board of Visitors said, "If you are as convinced that this is the responsibility of the College, then the College and the Board should not hide behind your personal life." I won my point. I think they're the deep things. Sometimes it's mighty hard to know when the thing is a big thing and when it's a little thing that can grow into a big thing. And this is where you have to have advice and counsel from people like you, the faculty, and others. Sometimes you can think something is a minor matter, in your judgment, that actually is a very major matter. When people keep silent and don't come and say "Look, this is important," then you can really make a nut of yourself, by assuming that something is not important when it is. Or pretending that something that is really minor is major. For example, I consider that the whole dress thing minor. The thing that was important in my thinking, the major thing, was sticking with the Government and changing. That was my position. But many peoples' ideas I lost on that. They thought, "They bullied the old son of a gun; he changed the rule." I didn't change the rule; Jane Bradley changed the rule.

BULLET — Do you feel that the placing together of Negro freshmen in the same room for at least four years in a row can be justified?

Chancellor — No, if it was done without presumed purpose. Notice what I'm saying. If it was done, and I have never questioned the persons who did it, I have never made the assumption about their judgment, that any of them would have done this thing for the purpose of segregation. Now I could be wrong. Now that doesn't alter the fact that it has happened, and I don't think it should happen, and I think there's a way to correct it, and a very easy way to correct it. I think the students could let Miss Droste know "I am open".

BULLET — It's been mentioned that we add another question to the room registration cards of the freshmen.

Chancellor — Now begin with yourselves. Give up your room-

mate that you've liked for so long, and invite a Negro to be your roommate. This is one way to get at it. You can control it. But when it comes out in this fashion, or it comes out as it was articulated in the BULLET, there's absolutely no defense for that, except if it should actually be the wish of those girls. They've got as much right to live the way they want to as you have. And you have no more right to question their integrity than they have to question yours, or I have a right to question yours. Now that's not what your question is about. The question is assuming that this results from an action of the College. If they want to move and you all want to see that they move, you can do it by offering to invite them to be your roommates.

BULLET — Why is it that before you come to college you can't express a desire to room with someone of another race?

Chancellor — I wish there could be some way devised. Frankly, I'd like a way devised to tell girls something about their roommates before they get here so they don't end up rooming with somebody they've known all their lives. And I don't think residential living does everything we've always claimed it does.

BULLET — I see the whole thing as a matter of principle.

Chancellor — Whose principle?

BULLET — A principle of equality.

Chancellor — You don't violate a person's rights just to make a principle of them.

BULLET — No, but what I mean is that from the moment a student is accepted here, from that moment on, until she's matriculated, and until she's graduated, that the same thing happens to her that happens to every other student, you don't take her out of this group of accepted students and say "We're going to be a little bit different with her because she's a different color."

Chancellor — This is an assumption that you're making, that I'm hesitating to make. If you've got the evidence that has been



BULLET — The evidence is that they're put in the same room.

Chancellor — That doesn't prove the point.

BULLET — Well, for instance, last year there were twins in the same room, and I really don't think they'd in any case do that.

Chancellor — You don't know... I don't know either.

BULLET — Well, do you think it was an accident that the three Negro freshmen were put in the same room last year?

Chancellor — Well, that's a fair question, but it's a loaded question! Here again, I come back to my whole training as a scholar. Until I've got some evidence—if this is the sum total of the evidence—OK, you're right. In other words, if the evidence on which the whole thing rests is the fact that there are three girls—and I grant you, it's pretty doggone good evidence—somebody missed a darned good opportunity for it not to be evidence—I agree with you. And I was just thunderstruck when I saw it. However, if we work on the basis that no one did this or let this happen knowingly, for a purpose; that is, to maintain segregation; unless this is the fact and you can establish it, then I will take the administrator to task. This is contrary to everything I believe in. I can say I don't agree with what has happened, and it was a grave mistake, and I don't think it should happen again, if we can possibly avoid it.

BULLET — What do you think the students' role should be in the College as far as shaping her own education and controlling her personal affairs?

Chancellor — If there were no residential facilities I would say she could control her own destiny and do what she wants, just as long as she went to classes and got the academic credit to get her degree. I think you get into trouble in this whole area when colleges have taken over the responsibilities that they can't carry. Until such time as both your parents and you are ready to move out on your own, the college is a very handy device to get an education and

also to avoid the real problem of growth at this stage of life. That's why when the subject came up of seniors living off campus I said "Absolutely". I wish it were more economical so that more could do it.

BULLET — How would you define "in loco parentis" and to what extent do you think it exists here?

Chancellor — I don't think any college has ever really acted on the principle "in loco parentis", and I think it's been one of the most remarkable facades that higher education has ever had. It was a way of the college's claiming to do something that satisfied the parents, to relieve them of the sense of guilt, and we rode along, thinking we worked as godheads and not paying any more attention to the young student in terms of what this "in loco parentis" means than a joker. I think higher education did the job one way for men's



colleges by doing too much. I think we're just gradually getting it back to a reasonable equation. I just don't believe institutions should ever take over people, in this sense. I would fight it wherever a college is acting in the role in place of a parent. I think the college is fundamentally wrong. That's not what colleges are for. When you take over all the physical, mental, personal life of a student, you are presuming on the identity of that person. However the college should help to pave their ways, but not make the decisions.

BULLET — Do you feel that students as individuals have the right to active dissent and what forms of dissent will you recognize?

Chancellor — Yes, I do. I think they have the right to active dissent. I've never questioned that. The only thing that I have ever said that would have any bearing on this point was when the girls wanted to demonstrate in reference to Negroes—you know, down here at the Post Office. It's none of my business.

BULLET — When was this?

Chancellor — Several years ago. I think it depends on what you happen to mean by dissent. I think just because you happen not to like something and you feel that dissent gives one the right to interrupt the whole pro-

judicial system and faculty salaries

cess of the institution — well, that's denied; not even NSA agrees to that. I've been too much of a dissenter myself in my life not to be sensitive on this point. I think it's the way it's done; I don't mind dissent. My quarrel — or disillusionment, in a way — about young people is that they don't seek the answer. I don't mean you have to have a mass demonstration and a parade up and down GW to find out — you've got to just come and ask somebody. If you want to dissent for information, I think you should pursue it. Sometimes I think that the freedom that one has one doesn't exercise as much as one should.

BULLET — Do you feel that the procedure and structure of Joint Council provides the best framework in which to solve our judicial problems?

Chancellor — The key word there is "best". I wouldn't say it's the best. If there's a better one I'd certainly be willing to look at it. I don't think the problem is with the Joint Council; I think the problem is the people who don't want to face their punishment which has been meted out for something which they have done. I think that's just built into the human being — that the court is always wrong. Nobody ever yet was fairly punished. In my judgment, any council that was set up, Joint or otherwise, at the College, first of all is delegated to deal primarily with the rules and regulations of the College, that are essentially the creation of the College, as opposed to those principles or rules of civil life which are delegated to the criminal or the civil court, and there are times, and we know it, when the two things overlap, but both bodies have to act. And the two actions are not necessarily related, because in one situation the judgment is rendered

in the majority, and I have no reason to question the integrity of any member of the Council, I'm going to abide by the decision of the Council; I'm not going to overrule them, though I have the power.

BULLET — Would it be feasible to have student lawyers as a form of protection?

Chancellor — Here you get into certain values. I would say if the rules and regulations of the institution were only parallel to the civil law, I think unquestionably you're right. But back to "in loco parentis" all institutions, and it has been tested in the court that the administration has the right to make these rules regarding student conduct — legally we don't even have to ask the students, and you don't have to delegate it to the students as long as the rules are made by or within, and I think they should be dealt with within, and to the extent possible not emulate the procedures of the civil court. I look upon the Joint Council as a hearing rather than as a court, and I think there's a big difference between the two. Just to sum up, as long as we agree that I'm not saying that it's the best framework, because I'm not at all certain of that, there has to be some such entity as long as you have a body of law within a college as opposed to the law of the civil court.

BULLET — In the light of your statement that you would not overrule a decision of Joint Council, what about Joint Committee? Do you feel the same way about their recommendations? Would you not overrule their decision unless you questioned their integrity?

Chancellor — That's a new committee that's acted in only one situation so far. That committee was not given the decision-making power for the other entities. It could only render a judgment or a recommendation — it would have never gotten through the faculty if it had been given the prerogative to pass judgment on a faculty action. In other words, it's not an executive committee of the College.

BULLET — Joint Committee, then, makes recommendations, and then...

Chancellor — They make their recommendation, it comes back to me, I send the copy of the recommendation and the interpretive letter of the chairman to Patti, as President of Student Government; to Dean Whidden, as Chairman of the Faculty; and I send one to myself. And what I have done today, since the three parties have gotten the report, and in my cover letter, I said any one of the parties is free to act on any part of the recommendation, if it's within their province. If some areas in there are absolutely within the province of Student Government, they can act, and I'm sure they will. There are certain things that are still the province of the administration and it will remain in that until it's taken away. And so far, the other entity in this group — that is, the faculty — has not even been officially informed that this is taking place. You don't set up a scheme that takes away the prerogatives of any one of the parties involved. Whether or not it would evolve into the other,

I don't know. It would take a whole lot of give and take on the part of the faculty and the students; I'm not sure that the students want to give almost final authority to a committee to judge, which would be three people from the administration, three from the faculty, and you have only three students. I think it would be very silly to give up the prerogative to decide your own affairs. Until this thing is worked a little longer, I wouldn't think of doing it if I were you.

BULLET — What measures need to be taken to raise faculty salaries and what can students do about it? What other requirements, besides raising salaries, are necessary to keep young and talented faculty from leaving each year?

Chancellor — Oh, there's so much misunderstanding and misinformation on this. Except in one category — that is, full professors — the scale isn't extremely low. It is lower in full professors than it should be, and last year the college raised the full professors' salaries. Not a single full professor got less than a thousand dollars, and in some cases it was a fifteen hundred dollar raise. It still, on the AAUP scale, would carry a 'D' rating for full professors, and AAUP gives you the rating of the lowest rating you have of the four. Now the actual scale itself, if you look at the minimum scale, the College is rated a "C" on the scale itself; that is, the minimum scale of a faculty member at the College is "C"; it does not go lower. This is money paid; these are not fringe benefits. One of the tricky things about a public institution, as opposed to a private institution, is that the fringe benefits are limited; and by State law, a faculty member does not own what he pays into the retirement system of the State until he's been here for 10 years. I can't do anything about it; it was 15, and we've gotten down to 10. If we had faculty housing, you could rent the house, no matter what you charged the faculty member because you could raise his salary. The thing that nobody — and I don't know anybody that's ever done it — has found a way to compare what actual dollars and cents the man can call his own. That's the only fair comparison. I'm afraid some of the reaction to raise faculty salary comes from a feeling that somebody who's in a lower rank, and has not had the graduate training, and sees the mind of the other member with his Ph.D., or whatever other experience, getting three, four, five thousand dollars more than he's getting, thinks, "Well, I should be getting that." The lowest salary paid to any faculty member with the rank of instructor is \$8000 for the nine months. The faculty members, or others who are interested in faculty salaries, are not always as careful to gauge that salary against the going salaries in other professions, not the medical profession, I might add. We are still living under the domination, and I was a real victim of it, when literally you were not paid a salary because the students weren't charged enough to pay the salary. Colleges did that; they simply didn't pay the faculty. As far as I know, if any faculty member who



has left has put the basis for leaving on his salary, I've yet to know it.

Do you consult with the faculty members about these appointments?

BULLET — Do you ever attempt to do anything to keep a faculty member here, to try to work out any problems he may have, which cause him to leave?

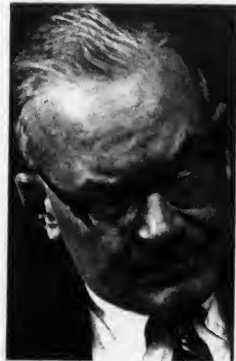
Chancellor — The leave-taking — I don't know where the myth comes — is a very friendly thing, and I could prove it if I had the privilege of showing you the letters of the people who have left. Some people are better geared, and we've had numerous ones and I'm very proud of them, who've been here for a three-year period, and their interest is in graduate teaching. That's what they should do, and I would do anything I could — and have done — to get them a graduate position. I would be derelict if I tried to keep them. If a person wants a coeducational situation as opposed to a woman's, I will try to find him a place, and have, and would recommend him. Now I'm talking about the people who both as teachers and as scholars you'd like to retain on the faculty, people who really worked out. But not everybody you hire works out, and you don't want them. They're not that good. I'm perfectly willing for a teacher who hasn't been really successful, if that teacher wants to say, "I don't like the way the Chancellor operates the College; the girls are stupid and they don't study, I don't get enough salary", if that's the way to make the leave-taking, I'm not going to say, "Well, that teacher's not telling the truth. They were asked back." Why should I do that to anybody? But the ones you all are talking about probably are not even aware — unless their letters are complete frauds — doesn't jibe with what some people say. This is a misconception of things, and I think I get a little sensitive on the subject, because what you really have tried to do is help a person professionally rather than to hinder him. I don't feel that it's a discredit for somebody to leave; I think if somebody comes here and works for two or three years, and then a better job appears on the scene than is open to him at the present time, and they pick our man, I feel "Golly, I was smart to pick him when he was not quite that good." I don't think your batting average should be judged on how long you keep them; your batting average is how long you have to keep them. I like to think that some other college would want every faculty member we've got, that they're that good.

BULLET — Departmental chairmen are appointed by you,

Chancellor — I've never appointed a departmental chairman yet without consulting the faculty and I never intend to. When I came here they were appointed forever, but I changed that. When I put it in, four or five years ago, I had to arrange it, for diplomatic reasons, so that no one would have the departmental chairmanship taken away from him that year. I found the year when no departmental chairman would be 65, and that's the year I put it in. Then on the basis of the departmental chairman then in office, if he had one more year to go until he was 65, I appointed him for one year. For those for whom age was not a factor, I divided the remainder between three and five so that you wouldn't have the turnover all at one time. Now everybody, when he comes up for reelection, is elected for a three-year period, unless that person is one or two years from 65. The mandatory retirement age is 70; tenure ends at 65.

BULLET — Do you feel that students, faculty, and administration should compromise their own ideals and beliefs to maintain good relations with the community?

Chancellor — I don't think you should ever compromise your own ideals; that's just beyond comprehension, in my judgment. I think to do it, in order to remain in a community where there are good relations with the community, whether it be this community, or Fredericksburg, or your home community, I think to compromise your ideals on that is despicable. I don't think, necessarily, though, that you have a right, or that I have a right, to expect or ask the community to accept my decision on what my ideals are. Therefore, the person to remove himself from the community is the individual, not the community, and by removing yourself you then are free to criticize. But beginning with the premise, should you ever be asked to compromise, heavens no. But if you cannot live within the structure of the community without compromising your ideals, then I think you have only one choice: that's to get out. For example, back to my illustration about inviting the Negroes to my inauguration. I worded it to say there would be no inauguration and also there'd have been a new Chancellor. I wouldn't have stayed a minute. And I wouldn't right now. There are certain things in which you don't compromise your ideals.



ed upon one set of principles, and another judgement on a quite different set of principles. I think as long as the people reviewing the situation are predominantly students, I'm not as concerned. If it were predominated by faculty or the administration I would be. — Not because I don't trust the faculty; I just feel that this is something when one's own colleagues should be the hearing board. And if they have violated in their judgment and all the facts are in upon which the judgment was made, and no one knows that because it isn't a public hearing, then you can vote a lack of confidence in the judges, but that doesn't mean the system is pau. And as long as the students are

Teacher power: myth

Democratic procedure is an asset

Franklin D. Roosevelt, as a college president, was once confronted by an irate parent who sputtered to him, "You think you can run this college any goddamn way you please, don't you?" Roosevelt replied drily, as only he could, "Sir, your manner is crude and your language vulgar, but you have somehow managed to get the point."

Today at Mary Washington College it would seem that matters have progressed considerably from this state of affairs. Dean Whidden, speaking on the faculty power system exclaimed that, "We are closer to democratic procedure than any big university could possibly be." He cited as example, "Some big universities have faculty senates, yet the members elected and supposedly representing the entire faculty are often limited to full professors who have been with the university for at least ten years. In some universities the faculty Senate can only be represented through department heads." Meetings of the faculty here at Mary Washington, however, include all professors.

Naturally, the main responsibility and source of faculty power lies in the realm of the academic. To accommodate and give deeper consideration to resolutions which might be presented by the Board of Visitors, the Chancellor, or the Faculty, there are three major groups of standing committees. These are in the 1) area of academic policies and procedures 2) area of administrative responsibility for specific aspects of the college program 3) special academic committees such as the Future of the College Committee. The regular faculty committees in each of these groups report their findings to the faculty, who then vote on them.

The members of these committees are appointed by the Chancellor annually upon the recommendation of the Faculty Committee on Organization and Procedures. The recommendation itself is in the form of nominations made by this group. At

present it is headed by Mr. Emory and in 1969 Miss Parrish will preside.

Unlike the student government, the faculty, as a body, has no official constitution. Dean Whidden, who is Marshall during faculty meetings explained this: "The faculty constitution is like that of the British. It is not a written document but is the sum and total of common law. It is faculty action and administrative principles. Much of the legislation is passed by the faculty, but not necessarily all of it." Dean Whidden feels that, "The primary purpose of faculty meetings is to let the faculty have an independent voice, to let them do things the committees might not do."

Another area in which power is delegated is through department heads. These, too, are appointed by the Chancellor for a fixed term of office, usually three years. They may then be re-appointed. According to college sources, the purpose of the department chair is "to provide leadership to the department, and to coordinate its activities. Under his guidance textbooks are selected, requirements for departmental majors established, and the curriculum set." According to Dean Whidden, "All decisions concerning these matters are made by the department as a whole and not by the head. This does vary. Some heads do not consult their instructors."

Dean Whidden also emphasized the considerable role played by the departmental head in the selection of new faculty members. He illustrated his point using Dr. Graves of the philosophy department: as head he would have to inquire at graduate schools or the American Philosophical Association or ask his colleagues if they had prospects in mind. He would then write to inquire if the person would be interested in the position and interview applicants until he found someone satisfactory.

Going further along this line Dean Whidden commented, "You do look for people you think you have a chance of getting. A Har-

By SUSAN HONNEGAR

vard Ph.D. would probably go to a big university where he can obtain scholarships and where he is encouraged to publish a great deal. The number of people you get also depends on supply. In economics, physics, and mathematics it is difficult to find professors for our situation." In the final process the members of the faculty of the College are appointed by the Chancellor, upon the joint recommendations of the Academic Deans and the department head.

In many areas, much of the administrative policy power is dictated by Virginia State Laws. Dean Whidden cited teacher tenure as an example, "Virginia state institutions do not by law have a right to publish tenure systems that are equal to the standards of the Association of American Colleges and Universities or the Association of University Professors. Although we can't publish it, we observe it regardless of those deserving of firing. The tenure system arose out of times a professor had to exercise every influence to preserve his economic position. In recognition of the hand-

caps this presents to starting professors (very few fringe benefits are offered to them until they receive tenure) this system might be questioned as to its worth now."

Ultimately even those deans in charge of residential, academic, and financial matters are responsible to the Chancellor. This may recall some to Franklin Roosevelt and echo sounds of "Speak softly and carry a big stick," but today a college president, enlightened though he may be, depends sorely on the advice given to him through his faculty, their committees, and especially his deans. In the last analysis, he is only as strong as they are.



"The Lamp of Learning"

"Good balance" exists between departments and administration

"The college government is confusing to the layman; he only knows the corporate structure," said Dr. James Croushore in reference to the transfer of power from the administration to the faculty.

He explained that although the delegation of authority is in theory a straightforward procedure, the actual methods of implementing this authority are more complex.

Department chairmen, appointed by the Chancellor, assume the administrative and academic leadership within their departments. The extent to which they exercise this authority varies

with the individual chairman and the other professors in the department, according to Dr. Croushore.

Each department chairman is responsible for preparing the schedule of classes and arranging the teachers' schedules so that their class loads will be roughly equivalent. He also decides on new courses to be added to the curriculum and is in charge of recruiting new professors for the department. Dr. Croushore stressed that the chairman has a great deal of leeway in making decisions on these matters, and that some department chairmen take more initiative in the de-

By BEV ALEXANDER

cision-making process than others.

The chairmen usually teach fewer courses than the other professors because of their administrative duties, according to Dr. Croushore. In spite of their official status, they hold exactly the same position as their colleagues in the classroom. Dr. Croushore emphasized.

Dr. Croushore stated that the department chairmen are usually chosen in one of three ways. In some cases, the Chancellor makes the choice himself in con-

sultation with Dr. Whidden and Dr. Croushore. In other cases, the Chancellor consults with the members of the department. In the third method, Dr. Whidden and Dr. Croushore make recommendations for the appointment of department chairmen to the Chancellor.

According to Dr. Croushore, a Ph.D. is not required of a department chairman, but it is considered with the rest of his credentials. He also said that it is difficult to judge who, in any particular department, is best qualified for the position. Administrative abilities are not always evident in a professor's

performance of academic duties. Dr. Croushore said, "We assume that good teachers will make good administrators, but this is not always the case."

Department chairmen are not required to submit regular reports to the administration, although some of them do. However, there are regular meetings with the administration. Dr. Croushore emphasized that they are not a "policy-making body." He termed the body of department chairmen a "liaison group" and stated that one of the reasons they meet is "to come to an agreement on administrative procedures."

Truth or fact at MWC?

Teachers see limited faculty power

How much power does the Mary Washington College faculty really have? Thirteen faculty members revealed their opinions on the subject when interviewed by the BULLET last week.

The professors were asked about two different aspects of their power at MWC: their power or academic freedom in the classroom and the power of the faculty as a whole to influence the decisions on the academic operation of the school. All agreed that professors at MWC have almost unlimited academic freedom in the classroom, but opinions varied widely in response to the second part of the question.

Several are satisfied with the

present power structure of the college and feel that the faculty plays a strong role in determining the academic policies of the school. Mr. Wishner stated, "In this college the faculty has all the power. We have virtually the final say; the administration accepts the wishes of the faculty." Mr. Graves said, "I think that the areas of power are clearly and adequately defined at MWC. The degree of participation on the part of the faculty in the operation of the college is optimum. I can't think of any way in which the various degrees of influence could be improved."

Mrs. Black, in reference to the power structure at the college, said that the channels exist

By BARBARA HALLIDAY

at MWC through which faculty opinion can be heard. She feels that the informal communication between faculty and administration is an effective means for faculty opinion to be heard. Mr. Klein also feels that the proper channels exist through which faculty voice can be heard.

Mr. Brown referred to Chancellor Simpson's convocation speech calling for the "revitalization" of the academic community and said that he feels the Chancellor seems to want the faculty to have and use more

power in determining academic policies. He stated, "I think Dr. Simpson wants us to be aware of the student challenge and to consider the new and not be bound by the traditional." Mr.

Glover thinks that "the faculty feels very strongly their prerogative to vote in changes at the College."

Some other faculty members disagreed with the assumption that the MWC faculty has any real power to influence the decision-making processes at the College. Mr. Hewetson feels that the faculty has only "formal powers" and that most are usually inclined to vote the way they feel the administration wants

them to vote. Miss Clark feels that the academic life of the College should be in the hands of the faculty as a whole, but that this situation does not exist to a great extent here.

Mr. Nazarro feels that the faculty has very little power in the regulation of the College. He said, "I feel that the faculty should have a lot more influence than it has under the present system." Mr. Bernstein says that the faculty does not have as much power at MWC as it seems to on the surface. He stated, "The administration has strong influence in deciding who are placed on faculty committees; none of the committees are completely independent from the administration." He feels that the faculty here has very little autonomy.

Mr. Mitchell stated, "The faculty either has not got much power in this direction or if it does, it has not yet wielded it, it may be that we have the power and just don't use it."

Mr. Bowen feels that too much participation is asked of faculty in the administrative responsibilities. He thinks that the professor's role is in the classroom and that the administration should take care of running the school and deciding on academic policies.

Expressing the view that the faculty is just beginning to have and to want to have responsibility in deciding academic policies, Mrs. Sumner also said that "the faculty needs to realize that in taking power they must become knowledgeable in matters outside of their own field; they must develop an overall picture of the college. This takes time and if a faculty member takes on more responsibility in administrative problems, he must consider how much time he is willing to spend and also how much less time he will spend on class preparations."

Mrs. Sumner continued, "The biggest problem on our faculty is the split between those people who are willing to get involved and those who are reluctant to have this involvement. Many are tired of fighting because they have fought before and have been defeated."



Anne Gordon Greever

Power transfer to department heads allows leeway in decision-making

What is the role of department chairman at MWC? To answer this question, interviews were conducted with six chairmen, chosen to represent the larger departments and a variety of fields. Interviewed were Mr. Mitchell, English; Mr. Vance, history; Mr. Nazarro, psychology; Mr. Hewetson, economics and political science; Miss Stephenson, modern foreign languages; and Mr. Wishner, chemistry.

When asked what they felt the role of the chairman to be all agreed that the position serves as an intermediary between faculty and students and the administration. Descriptions of this function varied from "general clerk" to a "link" in the academ-

ic system. The first of these descriptions refers to the massive quantities of paper-work required in scheduling classes, submitting supply requests and budgets, corresponding with prospective faculty members, and others similar duties. Mr. Mitchell suggested that since he had not been trained in business, these clerical duties could be performed more efficiently by a trained administrative assistant. Mr. Nazarro agreed that the paper-work could be more economically performed by a permanent secretary shared by departments. This, he said would be free the faculty member to teach another class. Most chairmen teach three instead of four

By LOIS JASUTA

classes to provide time for their administrative duties. Although there were objections to the secretarial duties involved in a chairmanship, the professors agreed that the position does efficiently as a communication link between departments and the administration.

Next, the professors were asked what degree of freedom each department had. Mr. Nazarro explained that monetary restrictions and an obligation to conform to general college policy are the only major inhibitors of department programs.

Need academic freedom

Mr. Vance emphasized this academic freedom within the departments. He and Mr. Mitchell both explained that each faculty member can decide how to teach his courses and that the department decides which of the listed courses will be offered. New courses must be submitted to a Curriculum Committee comprised of faculty members, but reasonable suggestions are generally approved.

Also, the department plays an important role in choosing new faculty members. Although new appointments must be approved by the administration, the choice must first be approved by, as

Mr. Wishner emphasized, a consensus of the department's members.

Mr. Hewetson stated that the "administration generally sees our point of view and situation." Miss Stephenson agreed that the administration did not restrict the department's efforts to "enrich" the courses, but that the department endeavored to provide courses that were both "what the students want" and what academic policy demands.

Dr. Vance's remarks can be used as a summary. He stated that the relationship between administration and faculty maintains a "good balance" and that the system "functions rather efficiently."

The student shall not be deprived

Department heads support 4-1-4 system

To determine faculty response to the 4-1-4 system, the BULLET interviewed all department chairmen last week.

The following responses were given:

Miss King, art department: "I

like the idea of independent study. I think consideration could be given to this program here."

Mr. Wishner, chemistry department and chairman of the new Instruction and Academic Affairs Committee: "I am willing

to investigate many various systems if there is enough interest on the part of the students and faculty to see the present system changed."

Mrs. Sumner, classics department and chairman of the Curriculum Committee: "I think I

would like very much to have the opportunity to try it. From what I know about it, I think it has a flexibility which would allow us to introduce new materials and new ways of studies. Perhaps a trip to Italy would be

possible in our department for the intersession.

Mr. Klein, dramatics department: "It sounds very exciting. The intersession month can be one of great creativity and independent study. The intersession can build from year to year as the student progresses through the college. It could be a truly meaningful kind of experience."

Mr. Hewetson, political science and economics: "The value of the intersession would vary enormously from one student to another. For some it would be very beneficial; for others, a waste. I think these things depend very much on the individual concerned."

Mr. Slayton, education department: "I am strongly in favor of this system. That would be an immediate method of utilizing the interest of the student. The intersession would be a project that the student could choose on her own. She could follow her own inclinations to a great extent. In this fashion we could really begin to open education. Knowledge is wide open; it is not a closed book at all. Those projects which the student would undertake would be valid and vital. This would substantiate the program. This could be a vital experience for all of us."

Mr. Mitchell, English department: "I am in favor of it; it is a wonderful thing. It wouldn't even bother me if not all students used the intersession, but it would be a time for students who wanted to use it."

Mr. Emory, geography department: "I see no reason why our department couldn't adjust to such a system. The question to be considered is whether the individual student really wishes to pursue independent study."

Mr. Vance, history department: "I am not against any switch that gives more learning to students. An undergraduate operation should be primarily general; I am against too much specialization. I question whether the majority of students are willing to take advantage of such a system."

Mr. Carter, math department: "We've got some independent study now, but I do not think independent study is for everybody. I would like to see the quarter system considered here."

Miss Stephenson, modern foreign language department: "I would love to see the results of a study on this program. I am very interested in it. I'm not against it, and I might be for it, but I am certainly for knowing more about it."

Mr. Burns, physics department: "I think it could be considered, but I am pleased with the system as it is now."

Mr. Nazzaro, psychology department: "If the intersession were used properly it would be a marvelous idea and I am in complete favor of it."

Miss Clark, religion department: "4-1-4 is an excellent idea. See FACULTY, Page 13

editorial

The academic revolution

"We want our rights and we don't care how. We want a revolution now." from "Marat/Sade" ("In My Life"—Judy Collins)

The present academic structure at Mary Washington College perpetuates mediocrity and is, in many ways, a facade.

It provides a well-structured box (with a tidy little corner for each student to settle in for four years) in which many students can pretend to themselves that they are really getting everything out of their education they've hoped for. But what it really does is provide a setting in which students wander aimlessly about for four years, wondering why they're here at all and doubting whether there's any point to it in the end. Its tight structure gives the student no responsibility for shaping her own education, limits her creative abilities, forces her into a rigid pattern of learning and is not conducive to individual challenge or excitement.

And if the time one spends getting an education is to be at least the one time in life when freedom is a way of living and learning, then one can only agree with Mario Savio when he says that many students who are disappointed in their educational system are "looking toward a very bleak existence afterward in a game in which all the rules have been made up — rules which one cannot really amend."

Is this what we want?

No.

Students today don't want to conform to the traditional patterns of academic structure. They want room to experiment, explore, expand and even make mistakes. They want to do this at their own speed and not feel as if they must compete to keep up with the rest of the class. They want to feel that they are an important individual in that the system under which they're learning is carefully planned to be the most beneficial to them. They want a smaller area of concentration so that they can really absorb and contemplate the material, rather than have to spread their resources so thinly. They want to feel that what they're learning and how they're learning it is relevant and will leave them with something more meaningful than eight semesters of grade reports. They want to feel that they are truly partners with the faculty in the learning process.

Although the present system accomplishes some of these ends, it does it to a very limited extent and there is no valid argument against the fact that a better structure is vital to the existence of this college.

We cannot expect to attract top students if the college sticks to its belief in the traditional and its faith in a slow gradual change. Better colleges all over the country are adopting new systems to fit the needs of the students and transferring their concern from an intangible institution to tangible individuals.

Of course, problems will present themselves, one of which is the sad fact that among the many forward-looking members of the faculty and administration, there are still many who just don't give a damn. It is upon these people that hopes for enacting changes rests. We cannot let them win—we must win them over.

In view of our strong belief that changes must be made in the academic structure, the BULLET recommends and strongly supports the following:

1. An adoption of the 4-1-4 system, which has

two sessions, one in the fall ending before Christmas vacation, one beginning in mid-February and lasting to June, and an intersession beginning in January and ending when the second session begins. During each session, classes meet only four days a week and a student takes four courses, each meeting twice a week for two hours. Wednesdays should be free for reading day, labs and field trips. We recommend that the College bus be made available every Wednesday morning to transport students interested in going to museums, galleries and libraries in Washington and Richmond and return that evening. The intersession would offer a period of one month in which a student could pursue her interest in one particular area — be it a course, an independent study project in conjunction with a professor (e.g. drama majors could write and produce a play; music majors could compose and perform a work); travel in a foreign country (e.g. this would be beneficial for foreign language majors and art history majors could study art in a tour or a "dig"); or simply putting to a test what one has learned (e.g. sociology majors could work in a slum area for Headstart and write a paper on their findings). The possibilities are numerous, challenging and allow for freedom, less required courses and more in-depth study.

2. Recognizing that degree requirements are inevitable, we recommend the following change in the degree requirements to best fit this new system and be of more benefit to the students. In the first year, each student would take:

a. A Western Civilization course in which there is an integration of the History, Philosophy, Art, Drama and Music departments. The progression of history could be taught by teams of professors who would clearly point out the relations between these areas of Western Civilization. The larger group would be divided into smaller groups for the fourth meeting of the week, in which the individual group could choose its own emphasis and do outside reading.

b. A course in the History and Philosophy of Science

c. A Literature course with its basis on readings of the "Great Books"

d. A Language course

e. Physical Education

The second year would require:

a. A continuation of the Western Civilization course taught in the first year.

b. Either a lab science or a social science

c. A Language (or an elective if the language requirement is completed)

d. An elective

e. Physical education

3. More freedom for the student to work at her own speed and method. We recommend that students be allowed to self-schedule tests and exams and that class attendance be optional.

4. More student voice in the affairs of her major department. All departments should allow a number of students in a 3-1 ratio to the faculty to be elected by the majors in that department to attend and vote in department meetings.

5. Direct election of faculty committee members by the faculty.

It is within our reach.

Reach out.

SW

the right to shape her own education

Deans favor restructure; find faculty conservative

By ANNE GORDON GREEVER

(Editor's Note: The BULLET feels that a complete academic restructuring is necessary and vital. The following interview explains the Deans' reaction to this query.)

Mary Washington College may see fundamental changes in its academic structure in the next few years, if the Deans of the College are able to implement their plans.

Dr. Whidden and Dr. Croushore commented on their hopes for sweeping revisions of the College's academic structure in an interview with the BULLET last week.

Dr. Whidden said, "We are committed to trying to get the faculty committees to consider the possibility of restructuring the whole academic program."

The Deans would like to see a more effective program, less concentrated on grades and quality points and more relevant to student interests.

Dr. Croushore saw as the primary purpose of any academic change the creation of a system more conducive to in-depth learning. He would like to reduce the number of a student's course, preparations to allow for deeper concentration in a limited number of courses per semester.

Dr. Whidden suggested eliminating the credit hour-quality point system in favor of having a specific number of courses required for graduation, which would mean, for example, requiring 32 courses and a C average rather than 120 semester hours and 240 quality points.

Both Deans favored increased flexibility. "Learning is not mechanical and grading should not be so mechanical," Dr. Whidden commented. Further, he said, "We would like to see the whole thing loosened up—fresh thinking from beginning to end. Start by throwing out the whole present structure—consider students' high school preparation and destinations in thinking about what we really should require."

The exact changes to be made apparently have not yet been formulated. When asked to comment specifically on the 4-1-4 system, Dr. Whidden said, "We both think of this as a possibility, but we are not sure it's the best possibility. Other systems have been considered." In this connection, he mentioned 4-4, 4-4-4, trimester, and other systems now in operation at various colleges. Dr. Croushore said, "I want to measure I have exhausted all our capacities for initiative before adopting another college's program."

However, neither indicated a definite preference for any of the numerous alternative proposals, nor did they advocate a specific new plan with special applicability at MWC.

Asked about the intersession, an integral part of the 4-1-4 system that encourages independent study, Dr. Croushore commented, "I like it. It's not a new idea and I've considered it." He noted that a large enough faculty and adequate library facilities were necessary for a successful intersession.

The Deans pointed out that change is a slow, difficult process, with many problems to be overcome. Although the Deans and the Chancellor have final power, much of the decision-making rests with the faculty. Dr. Whidden noted that restructuring must first be proposed by the faculty Curriculum committee, which now has the question under consideration, and then the proposal must be passed by the faculty.

"We can't institute this kind of thing without approval of the faculty," Dr. Whidden said. Members of the Curriculum committee are appointed by the Chancellor.

"The faculty here is fairly conservative," Dr. Whidden noted.

A faculty Curriculum committee, chaired by Mrs. Sumner, and a faculty Instruction committee, headed by Mr. Wishner, exist corresponding to the student committees of the same names. Except for the purposes of the Curriculum committee, Mrs. Sumner preferred not to disclose any information concerning their present activities and recommendations. Mr. Wishner, being newly appointed, said only that his committee will study alternatives to the present semester system.



Student voice sought

Senate committees urge academic re-structure

By MARY ANN BURNS

Earn six credits in a month? The Senate Curriculum Committee chaired by Alex Tomaloni is presently studying the feasibility of a 4-1-4—or intersession—system for MWC.

This system divides the academic calendar into 1) a Fall four month term which ends (exams included) before Christmas 2) a one month intersession for independent study, election of non-major courses, or intensified coverage of a regular session major course 3) a four month spring term beginning in February. Students would carry a maximum load of twelve credits a term, six credits an interses-

sion. Advantages: more opportunity for quality rather than quantity of study; "endless possibilities for curricular improvement."

"Deficiencies—a necessity at Mary Washington?" "self-scheduled exams," and "optional class attendance" are three potent topics for Senator Sandi Mason's Instruction Committee. Besides taking the course evaluation survey, it is currently working on majors evaluation with the Curriculum Committee.

These two committees represent a responsible "New Direction" at Mary Washington, yet political reality is slowing its

forward thrust. For it is quite true that as Alex states, "in academic matters, the Senate really has no power." No matter how well researched and extensive their findings are, the committees will not "get anywhere unless we work jointly with the faculty." Alex believes the college would be better served if the committees were "research bodies supplementing the faculty."

It is apparent that supplementary or not the academic affairs committees will be adding needed insight to the state of academics at Mary Washington.

Calendar of events

MONDAY, NOV. 18

- General Student Recital, 6:45 p.m., duPont Theater.
- Phi Sigma Iota meeting, 7:00 p.m., Chandler 21.

TUESDAY, NOV. 19

- Fencing club, 6:30 p.m., Lee 108.
- SEA speaker: Kurt Schleicher, Special Education, 6:30 p.m., Combs 200.
- Young Republicans, 6:30 p.m., Monroe 21.
- Alumnae Fashion Show, 7:30 p.m., duPont Theater.
- Travel and Adventure Series: "Scotland Afore Ye," 8:15 p.m., Stafford H. S. Auditorium.

WEDNESDAY, NOV. 20

- Speaker: Peter Taylor, UVA, reading from his works, 10:10 a.m., ACL Ballroom.
- Future of the College Committee meeting, 4 p.m., Radio room, GW.
- Faculty General Cooperative Committee meeting, 4 p.m., Lounge B.
- Faculty Colloquy, 2:30 p.m., Science 100.
- Mortar Board dessert, 6 p.m., Lounge B.
- Junior Class meeting, 6:30 p.m., ACL Ballroom.
- Outing Club meeting, 6:30 p.m., Lee 108.
- Senate meeting, 9 p.m., ACL Ballroom.

THURSDAY, NOV. 21

- Careers Night, 6:30 p.m., ACL Ballroom.
- Christian Science meeting, 6:45 p.m., Owl's Nest, Chandler.
- Pi Nu Chi initiation, 6:45 p.m., Baptist Student Center.
- Young Democrats meeting, 7 p.m., Monroe 21.

SATURDAY, NOV. 23

- Tutorial project, Chandler Lounge and classrooms, 9 a.m. to noon.
- Movie: "John F. Kennedy, or Years of Lightning—Days of Drum," GW Auditorium, 8 p.m.

English department to show films

By TRACY ANTLEY

Current American poets and authors will be the subject of a series of National Educational Television films to be shown by the English department on Wednesday evenings at 7 p.m. probably beginning this week.

NET, in connection with Indiana University is offering a unique film series entitled "U.S.A." The forty-five films include American novels and writers from World War I to the Sixties and contemporary poets and their works.

With few exceptions the movies

are thirty minutes long, and consist of interviews with the various writers in their homes and segments of their works read aloud by the artists themselves. Anne Sexton talks of her experiences in a mental institution; Ed Sanders rocks out in a segment with his Greenwich Village group the Fugs; John Weiners reads his poetry amid the ruins of San Francisco's Hotel Wently; and Michael McClure discusses hallucinogenic drugs in creating his poems.

Among the authors in the series are Saul Bellow, Bruce Jay Fried- man, Truman Capote, Philip

Roth, John Updike, and Vladimir Nabokov. Poets include Robert Lowell, Hart Crane, Frank O'Hara, and Robert Duncan. The first showing tentatively includes interviews with Allen Ginsberg and Lawrence Ferlinghetti.

One poetry and one writing film will be shown at a time, lasting a little over an hour each week.

The program was initiated by members of the English department for the benefit of English majors and all interested students and faculty members. The films will be shown in Chandler unless otherwise designated by the advance publicity. Admission is free.

Teens rejoice at bombing halt

By GUY MENDES

The Kentucky KERNEL Louisville, Ky. (CPS)—It was V-A day.

Youngsters screamed, "The war is over," while waving two-fingered victory signs. They

shouted; they hugged the people next to them. A victory for peace had been won in America—or at least so they thought.

It had just been announced at a rock concert in Louisville on Halloween night that the President had ordered an end to the

bombing in Vietnam. The emcee didn't specify North or South, he just said Vietnam.

Most of the crowd of several thousand were of high school age. At the announcement many jumped to their feet cheering. Visions of troop steamers easing into crowded West Coast harbors danced through my head. For a moment I had been caught up in the delusion. I checked myself—a time for optimism, yes; for jubilation, no.

I had heard the radio announcement of the halt as I pulled into the concert hall parking lot. The announcement was not unexpected and caused no great elation.

But the audience was young, mostly high school age. Not having communicated in the past few years with the high school set, I wasn't certain they were even interested in political news.

The war still in the primary processes of escalation while I was at that age had had little effect on our daily lives. Few actually feared it; most were headed for college and did not expect to be bothered by the conflict.

Soon after I found my seat, it was to become apparent that the war weighs heavily on the minds of today's teen set.

A thin girl behind me began repeating, "The war is over, the war is over," in an overzealous tone which led me to believe she was being satirical, or maybe just repeating the identical title of one of the Doors songs.

I overheard as she turned to the lad next to her and almost

See WAR, Page 16

College Budget Explored

By CHRISTINE DUFFEY

The town of Fredericksburg cost less to run in a year than does Mary Washington College. And the \$4,600,000 that it takes for the College to function for the 1968-69 session exists in a more structured form than one big pile of money from which everyone grabs a fistful as the need or whim occurs.

The budget is broken down into two components—education in general, and auxiliary enterprises. The education in general fund is used for faculty,

administration, and staff salaries, office equipment, the library, maintenance and operation of the physical plant, new programs, and academic functioning in general. The \$2,900,000 allocated to this part of the budget comes from out-of-state tuition and general College fees.

Auxiliary enterprises encompass the dormitories, infirmary, dining hall, laundry,

bookstore and C-Shop. The facilities must be entirely self-

sustaining; no money from the education in general fund can be used to support them. The anticipated income from the 1968-69 room and board fees and any profit from the auxiliary enterprises totals \$1,700,000. The remainder, after deductions for any expenses that are incurred in the operation of the auxiliary enterprises, comprises a reserve fund.

This reserve is used for maintenance and upkeep of all the auxiliary enterprise facilities, for improvements in this realm such as the new lower dining area in Seacobeck, for bond service fees (approximately \$100,000 a year for 25 years on the four newest dormitories), for fire in-

surance, and for the purchase of services from the education in general fund.

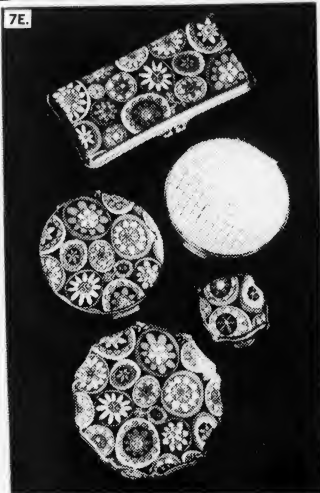
If a surplus is generated from the auxiliary enterprises, it is retained to the credit of the College. All profits, as such, are earmarked for the operation and improvement of the auxiliary enterprises as a whole. Theoretically, though, some of this reserve money could be transferred to the education in general fund if an occasion should ever arise for doing so.

The money that the College asks for from the State legislature is determined by subtracting the amount received

See FUNDS, Page 16

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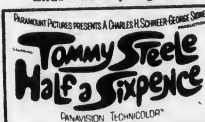
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IN COLOR

Student radicals are only temporary institutions

By JULIUS LESTER
The GUARDIAN
College Press Service

A student movement has its own built-in limitations, both in terms of how much it can do and how much it can understand. In some ways, a student movement tends to be artificial because the student lives in an artificial environment — the university. Thus, it is natural that a student movement generally concerns itself with issues that the majority of society has hardly any time at all to be concerned about. This is good to a point. Without the student demonstrations against the war, there would've been no anti-war movement. Without student consciousness of racism, blacks would be even more isolated and vulnerable to attack.

A student movement evolves to an inevitable point where it realizes that wars and racism are the manifestations of an inhuman system and if wars and racism are going to be stopped, the system itself must be stopped and another created. And it is at this point that a student movement reaches the boundaries of its inherent limitations. When this juncture is reached, the student movement finds its members becoming increasingly frustrated and the movement seeks to relieve the frustration through activism and/or by turning its attention to changing the students' immediate environment, the university.

A student movement which concerns itself with bringing about changes within the university is engaging in an act which can have all the appearances of being important, while being, in essence, quite unimportant. Regardless of how unending one's stay in a university may seem, the fact yet

remains that after four years of serving time, the student leaves. The university is a temporary society for most who live within its confines and as such, any radical activity aimed at it is of limited value.

Because the university is a temporary society, any movement coming from it is in danger of being temporary. The next student generation may have more traditional interests than the one which kept the campus in an uproar during the preceding four years. And while student movements are characterized by a great willingness to confront the reigning social authority, there is nothing inherent in a student movement that will insure its evolution into a radical movement once the students leave the university.

Perhaps the greatest liability of a student movement is that it is only able to speak to other students. While this is of limited value, the fact still remains that there is perhaps no group more powerless than students. Not only are students without power, the instruments of power are not even part of their world. If all students went on strike, it wouldn't cause the society to pause in its step. The most that a student movement can do is to disrupt. The power to disrupt, however, cannot be equated with the power to make a revolution. A student movement is only a revolutionary force when it can act as an adjunct with other forces in the society. It is needless to say that such a situation does not presently exist.

When student radicals leave the campus, they can avoid coming into direct contact with other forces in the society by

creating their own little worlds where they continue to live with each other, talk only to each other and remain unconcerned about the concrete problems which most people have to face. The student radical is never heard talking about a rise in the price of milk, new taxes, real wages or doctor bills. The student radical creates his own society in which money is not an overriding problem and because it isn't, the student radical thinks that revolution is all about love, because he has time to think about love. Everybody else is thinking about survival.

No matter how radical a student may be, his radicalism remains virgin until he has had to face the basic problems which everyone in the society has to face — paying the rent every month. It is easy to be radical when someone else is underwriting it. It is all too easy to belittle the Wallace-supporting factory worker when one does not know the constant economic insecurity and fear under which that factory worker lives.

While the goal of revolution is the creation of the new man, people turn to revolution when

that becomes the only means of satisfying their material needs. They do not become revolutionaries because of any ideas about the new man.

The student radical has to become an everyday radical before he can be totally trusted. He must know the concrete problems which face the everyday person. And while such issues as the war in Vietnam, the repression of Mexican students and the invasion of Czechoslovakia are important, revolution is made from the three eternal issues — food, clothing and shelter. Our job is to show people that they are being robbed of their birthright for a mess of pottage and that is not necessary.

As long as the movement is dominated by students, the movement will carry within it the seeds of its own death. As long as the student, upon graduation, carries his radicalism to an apartment three blocks away from the campus or to the nation's East Villages where a thousand others just like him reside, his radicalism will remain theoretically correct and pragmatically irrelevant, except as a gadfly forcing the system to make minimal reforms.

"Yet" editor will poll campus

from Page 3

Susie asked if Franny had "seen the light," to which Franny affirmed that from her perspective, the guidebook and handbook assume the good of the structure, not the good of the student, is at stake in most matters, and that the secretive nature of the proceedings could lend itself to any type of tactics or motives, with few people any the wiser.

Susie, at this point regretted that she did not agree with Franny. Noticing the lighted cigarette in Franny's hand, Susie quoted paragraph 3, page 41 of the Handbook "Smokers may not smoke . . . on campus grounds," and declared that, as a responsible citizen, she felt honor bound to turn Franny in.

Today marks the beginning of YET magazine polling for the new issue to be published in April. The booklet will include information on 500 courses.

Editor Alex Tomaloni and her staff will question students about all courses they took in the second semester of the 1967-1968 session, except those taught by a professor who is no longer a member of the faculty. The following dorms will be polled in November: Tri-Unit, Randolph, Mason, Framar, Brent, Marye, Bushnell, and Russell. All other students will be contacted in December.

Faculty advocates 4-1-4

from Page 10

I think that students take too many courses at once and end up doing mediocre jobs. The one month intersession could be very beneficial."

Mr. Allen, sociology department: "My own personal opinion is that this system will work here from what I know about it. We should consult other institutions where the experiment has been tried to see what we can learn from them before we try to con-

duct this experiment ourselves."

Mr. Bernstein, American Studies program advisor: "I am all for it. Intersession would work out absolutely. The possibility should be there for girls to initiate courses."

Mr. Castle of the biology department; Mr. Luntz of the music department; and Miss Benton of the phys.ed department were also interviewed but did not wish to comment on the subject.

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Letters reflect anti-inflexibility and anti-absolutist

from Page 2
not excellent education — certainly one commensurate with my demonstrated abilities. Recently I've come to the conclusion that I was wrong.

The objectives of this institution presented in paragraph 3 of the "Letter from the Chancellor" in the 1968-1969 Student Handbook strikes me as far from mediocre. Mary Washington seems to be struggling furiously to instill certain very strong values and principles in its students. The values which we are being asked to accept are found in the "assumptions made by all of us that involve matters or problems of taste, matters of choice and judgement, matters of tradition, matters of courtesy, matters of the genteel in life." I do not find these values, in themselves, objectionable or archaic, but I believe that the air of finality accompanying their appreciation is stifling, oppressive and not in tune with the openness and experimentation that I consider crucial to a relevant, well rounded education. Specifically I think that they include: loyalty (which can be distorted to create the kind of blind allegiance to institutions that characterized Nazi Germany); honesty (which all too often is carried to scrupulousness); discretion (often manifest in the remark, "We don't mention

things like that"), discipline (which often connotes conformity); austerity (Puritanism?); positivism and intolerance (while they may be necessary at time to affirm human freedom they are more frequently seen as tools to deny it); respectability (which can protect others from flagrantly odious behavior yet often simply promotes conformity); and politeness (which is great when it is sensitive to human dignity but often seems a way out of necessary conflict). Where is the diversity which lends itself to a "broad education," mentioned in the "Purpose of the College," in this plea for consensus?

Even to the limited and absolute extent to which this school fosters them, these values do not appear mediocre. They must be developed through hard work — in stifling many innate impulses of human curiosity. They must be maintained through hard work — in remaining closed to new ideas and influences, and in constantly re-rationalizing and reinforcing old opinions. In addition, mediocrity is not ordinarily associated with articulation and commitment, and these "matters," by their nature, must be continually reasserted and rearticulated. The individual who embodies

them is ordinarily strongly committed to this task.

I hope that this letter will not be misinterpreted as my "last word" on MWC and what education "ought to be." I hope that I am not being one more unconstructive complainer. I hope Mary Washington can be, or will want to be, a little more sensitive to the needs of its students and a little less obsequious to its inflexible rules and archaic objectives.

AILEEN M. REYNOLDS

Ayn Rand questioned on war explanation

Dear Editor:

In "The Presidential Candidates, 1968" I found an irrational admixture of denigration of the physical characteristics of Humphrey, emotionally loaded name-tags, and bad grammar. The whole is a performance worthy of Wallace's best style.

For further enlightenment of the state of the nation, I turned to Capitalism: The Unknown Ideal. I had noted that this book was to proffer "the solution to the problems which have been plaguing the human race ever since the beginning of civilization."

In this book I found that modern students "are not independent

thinkers nor intellectual originators; they are unable to answer or withstand the flood of modern sophistries." Realizing the objective truth of this statement, I shall nevertheless attempt to withstand, if not to answer, the sophistry under discussion.

My first objection to the "philosophy" of Ayn Rand concerns the motive of her prolific proselytization. If the lady espoused real individualism, she would not attempt to create a following of Ayn

Rand stereotypes. Can that person who patterns his thinking after each aphorism issuing from the Objectivist mouthpiece be considered an individual in any sense of the word? Assuming such a strange definition of individualism, could the product under question bring himself to support, by profession, that nadir of statist society, the state school? (To the indoctrinated: "statism" is Rand's word for the "policy of concentrating extensive economic, political, and related controls in the state at the cost of individual liberty." The word includes American socialism, German Nazism, Italian Fascism and Russian Communism.)

My second objection concerns the absolutism of Ayn Rand's statements. For example, in chapter 14, "The Anatomy of Compromise," she states, "If

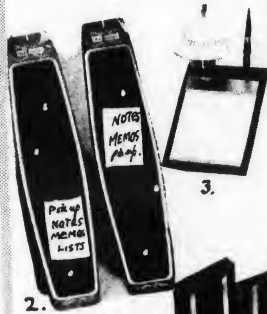
an individual holds mixed premises, his vices undercut, hamper, defeat and ultimately destroy his virtues. What is the moral status of an honest man who steals once in a while? In the same way, if a group of men pursues mixed goals, its bad principles drive out the good." Most of us learned in Sunday School that one rotten apple spoils the barrel. Most of us also learn, with time, the difficulty of distinguishing the quality of "rotteness". The affairs of men always have been, and will be, built not on the rigid ideal, but on the functional expedient.

Consider Rand's opinions on "The Roots of War" (chapter 2): "Statism needs war, a free country does not. Statism survives by looting; a free country survives by production." . . . "If nuclear weapons are a dreadful threat and mankind cannot afford war any longer, then mankind cannot afford statism any longer . . . Let all those who are actually concerned with peace . . . realize that if war is ever to be outlawed, it is the use of force that has to be outlawed." The pen, we've heard, is mightier than the sword. In the contest between the American pen and the Russian sword, however, my money would lie with the latter (that is, unless the pen were utilized in the authorization of nuclear attack).

The simplistic naivete of Ayn Rand's statements is appalling. Her half-truths and her untruths are too abundant for enumeration. Read the book for yourself. Having had the experience, I would like to express my pleasure at the perceptiveness of Walter Goodman's review of the book in the November 20, 1966 edition of "Book Week": "The philosophy is jejune, the economics mostly sloganeering . . . the history spectacularly selective. Better think of the Objectivist as Batman in the service of the better classes . . . Looked at this way, they are not without a Quixotic appeal." My own evaluation would be less charitable.

Sincerely,
Alice B. Clagett

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Liquor to make the scene if second referendum passes

By PAT GWALTNEY

Tourists and guests at the nearby Holiday Inn, Howard Johnson's, and Sheraton Motor Inn may find themselves drawn to Fredericksburg during cocktail hour this winter. These and other motel complexes are located in Spotsylvania County, which has yet to vote on the optional liquor by the drink referendum.

The voters of Fredericksburg gave their approval to the referendum on November 5 to the tune of 500 magical votes. Stafford County decisively opted to remain dry.

To qualify for a liquor license, a restaurant must have a seating capacity for at least fifty persons. Also, more than one half of the gross revenue must be from the sale of food and non-alcoholic beverages. Since applicants for this license may not be made until thirty days after the referendum vote has been certified, the earliest date for actual sale would be mid-December.

A preliminary petition for the referendum in Spotsylvania County was signed by the neces-

sary number of voters on November 5. In case of a negative vote, the county or city must wait four years before a second petition. If the new referendum works well in Fredericksburg, perhaps Spotsylvania County will approve when it is brought to a vote.

Eight local restaurants and some clubs can qualify for a liquor license. With the new demand for bartenders comes some unique employment opportunities. A bartending school has been set up in Richmond to meet the need.



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Peace Corps continues college degree program

Officials of the Peace Corps and the State University of New York College at Brockport have announced the completion of arrangements for continuing the Peace Corps - College Degree Program which will admit a third group of candidates in June, 1969.

Candidates must complete their sophomore or junior year in good standing at an accredited college by June, 1969. If selected, one academic year with two summers of fully subsidized and integrated academic courses and Peace Corps training will enable the volunteer to earn an A.B. or B.S. degree and be eligible for a Peace Corps assignment. Volunteers are expected to major in mathematics or the sciences, but those entering before com-

pletion of the junior year will have the opportunity for a double major.

With a degree, teaching license, in-depth cultural preparation and fluency in Spanish, graduates will begin their two year Latin American assignment, during which they will have the opportunity to earn a maximum of 12 semester hours of graduate credit.

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"Stop the Viet War" gains momentum with youth

from Page 12

squealed — "Isn't that great?" "Yeah. Eighteen isn't too far around the corner, you know," he told her.

"Well now you can look forward to being 18," she said.

It was too much, sounding more like a canned routine of two back-seat teenie-boppers than a dialog between two live kids.

But they were sincere. Down the row a boy had begun repeating that the war had ended while hugging his girlfriend.

I couldn't stand it; it was as if someone had played a cruel joke on these children, children that, as I hadn't fully realized, knew they faced a very vague future.

I turned to the girl and explained that even though the bombing of North Vietnam was to cease, the war would continue in the South.

Probably being only a front-page headline reader and not knowing much about the complexities of the war, the girl had trouble grasping what I had said.

She got some inkling of the idea soon enough and grabbed a boy a few seats down, asking me to repeat what I had said to him. At that time the emcee bounded to the stage to give the news.

Many young minds were temporarily eased that night. Unfortunately,

the war was far from over. But who could explain that to these suddenly reborn children? They were busy enjoying Jim Morrison of the Doors as he shouted: "We want the world and we want it . . . now?"

The kids snapped their Christmas Kodaks and hollered back with a loud, affirmative "NOW!"

Freshman Mary Martha Wood of Roanoke, Virginia has been awarded the nation's highest award of the Junior Catholic Daughters in being titled as the "Nation's Outstanding Junior Catholic Daughter for 1968."

Funds explained

from Page 12

from student fees from the total needed to operate the College. In the biennium 1968-70, the legislature will supply \$2,318,000 from its general funds, that is, its tax monies. This represents about 46 per cent of total College operating expenses in the education in general area, a substantial increase from the 20 per cent which has been the case in past years. In the sense that normally the College relies very little on State funds, MWC is not as much State-supported as it is State-aided. The increase in support, however, does reflect the growing concern of the State over its educational facilities on the college level.

Student freedom experimented; reactions rally to the cause

By MARY WEAVER

(EDITOR'S NOTE — The following analysis is taken from the results of a poll of the students in the experimental psychology classes. The poll measures student reaction to their new academic freedom and responsibility. The system is explained in the BULLET of October 21.)

Dr. Nazarro polled his two experimental psychology classes to determine the value of this teaching method to individual students. Results were very favorable toward the technique, text, and course in general.

Students were first asked about the text. Opinions were very positive on the whole, but did include

statements such as, "extremely difficult," or "vague in some areas" and "not always clear." One student found it "clear enough for people who had not had college biology, but also in enough detail and on a high enough plane to be interesting to biology and chemistry majors." However, another said, "I have the feeling the authors think all beginning students are SLOW!" The majority found it very readable.

Questions about the length of assignments, fairness of quizzes and grading, helpfulness of the proctors, and the use of the progress bulletin board also had favorable results.

Some of the few suggestions for improvement were "more testing times," "more lectures and films," "experiments," and "suggested outside reading sources."

The general feeling about this technique was that the student had more of the responsibility to learn, and that she did learn. A number mentioned the easy trap of procrastination in this method, but another felt "The independence leads to accomplishment, and improvement leads to encouragement. More people will feel more confident about their

study habits." Of the students polled, 95 per cent felt that this method of teaching enabled them to learn better.

A majority of students, 32 of the 43 polled, wished more courses would be taught this way, but many noted that not all courses would be suitable. Again some students took opposing viewpoints. For example, one felt that it is "not practical for all courses — good for courses based on reading but not science or math since they require detailed explanation," and another said "It wouldn't work well for something like English where discussion is essential."

Faculty circulates petition protesting rifle range

Thirty members of the faculty have signed a petition protesting the establishment of a rifle range on the MWC campus. The names have been submitted to Chancellor Simpson. The figure represents between twenty and twenty-five percent of the faculty. Some nonsigning professors objected to the wording, others opposed the principle of the protest.

When queried, Mr. Robert Saunders of the History department, one of the petition's proponents, stated that he was satisfied with the results. The issue was not pushed at all, yet nearly a fourth of the faculty signed.

Although the matter was to be discussed at the last faculty meeting, due to the lack of pressing business no session was held.

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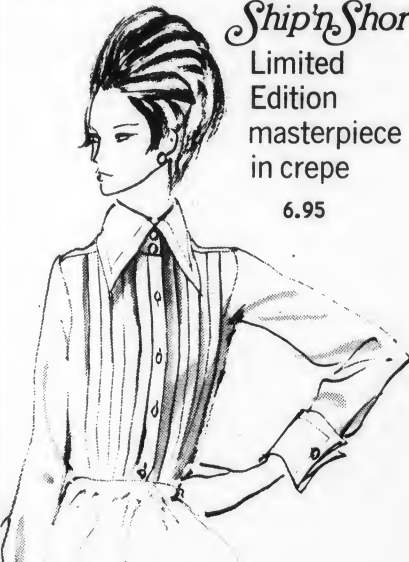
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